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ABSTRACT

These publications represent a small sampling of the available sources of information on open education. Books, articles, compilations, and sources of information are all cited. (JB)

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THE BRITISH ARE COMING: AN ANNOTATED BIBLIOGRAPHY ON OPEN EDUCATION

The literature on open education, both British and American models, is expanding rapidly. The publications included in this collection represent a small sampling of the available sources of information on open education.

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SP 007 455

A. BOOKS RELATED TO OPEN EDUCATION

American Association of School Administrators. Open Space Schools. Arlington, Virginia: American Association of School Administrators, 1971.
An exciting collection of beautifully designed school buildings.

Ashton-Warner, Sylvia. Spearpoint--Teacher in America. New York: Alfred Knopf Company, 1972.
A disturbing report on a year of surviving and teaching in an experimental school in Aspen, Colorado. "Teacher" shares important insights of young children, their values and abilities, and freedom and authority.

Ashton-Warner, Sylvia. Teacher. New York: Simon and Schuster, 1963.
An account of personal experiences with Maori children in New Zealand, related with poetic compassion and insight.

Barth, Roland S. Open Education and the American School. New York: Agathon Press, 1972.
An early practitioner in open education in the United States relates what the open classroom means for American schools. Sounds a note of caution toward wholesale adoption of the approach until educators understand the implications for children and teachers.

Blackie, John. Inside the Primary School. London: Her Majesty's Stationery Office, 1967.
Describes the changes in British primary education and places them in historical perspective. Written for parents as well as educators, the book includes chapters on how children function in the informal classroom and how subject matter is handled.

Brearley, Molly (ed.). The Teaching of Young Children: Some Applications of Piaget's Learning Theory. New York: Schocken Books, 1970.
An examination of successful teaching within the context of Piaget's learning theory. Contains chapters on art, science, literature, movement, mathematics, music, and morality.

Bremer, Anne and John. Open Education: A Beginning. New York: Holt, Rinehart and Winston, 1972.
An exposition of the idea that both teachers and students are learners in school. Teachers are the models of learning for children not prescribers. Educators should be concerned with beginnings not just end products.

Bremer, John and Michael von Moschzisker. The School Without Walls: Philadelphia's Parkway Program. New York: Holt, Rinehart, and Winston, 1971.
An account by the creator and first director of the Parkway School, the School Without Walls. Part I examines various aspects of the

program--curriculum, organization, teacher roles, and student activities. Part II presents accounts of the Parkway experience by teachers, students, and parents.

Brown, Mary and Norman Precious. The Integrated Day in the Primary School. New York: Agathon Press, 1968.
A description of the integrated day--the planning, personnel, materials, and equipment that make it work.

Cass, Joan and D. E. M. Gardner. The Role of the Teacher in the Infant and Nursery School. London: Pergamon Press, 1965.
This book reports a study to determine what represents good practice in open education. The teaching behaviors of 18 nursery school teachers and 30 infant school school teachers are analyzed.

Clegg, Alec B. Revolution in the British Primary Schools. Arlington, Virginia: National Association of Elementary School Principals, 1971.
One of Britain's foremost authorities on open education analyzes the changes in British primary education and suggests ways that American educators might implement open education in this country's schools.

_____. The Changing Primary School. New York: Schocken Books, 1972.
Written by teachers for teachers. Deals with changes in British primary schools--successes, failures, and continuing difficulties. Especially valuable for teachers who are considering "opening" their classrooms.

_____. The Excitement of Writing: Children's Writings from the Open Classroom. New York: Schocken Books, 1972.
An anthology of writings from the open classroom.

Cullum, Albert. Push Back the Desks. New York: Citation Press, 1967.
Suggests ways that teachers might loosen up their classrooms short of completely embracing the open classroom. Excellent starting point for teachers leaning toward a freer learning environment.

Dearden, R. F. The Philosophy of Primary Education. New York: Humanities Press, 1968.
A logical analysis of the major assumptions of modern primary education regarding informal teaching and learning.

Dewey, John and Evelyn. Schools of Tomorrow. New York: E. P. Dutton, 1962.
First published in 1915, this work describes the curricula and teaching methods of some of the innovative schools of that day. Many of the schools in this volume were early models of open education.

Featherstone, Joseph. Schools Where Children Learn. New York: Liveright Publishing Corporation, 1971.
The articles in the New Republic which first introduced American readers to the British open classroom are compiled in this book. Classic interpretations of the British approach to the education of young children.

Foster, John. Discovery Learning in the Primary School. Boston: Routledge Publishers, 1972.
A study which examines the development of discovery learning by individuals and groups.

Frazier, Alexander. Open Schools for Children. Washington, D. C.: Association for Supervision and Curriculum Development, 1972.
An examination of the opportunities and problems involved in open education.

Gross, Beatrice and Ronald (eds.). Radical School Reform. New York: Simon and Schuster, 1969.
This collection underscores the demand for reform in educational theory and practice. Contains summaries of experimental programs.

Hassett, Joseph D. and Arline Weisberg. Open Education: Alternatives Within Our Tradition. Englewood Cliffs, N. J.: Prentice-Hall, 1972.
A practical guidebook to opening the classroom based on American practice and experience.

Hertzberg, Alvin and Edward F. Stone. Schools Are for Children: An American Approach to the Open Classroom. New York: Schocken Books, 1971.
An informative handbook for teachers, principals, and parents. Answers some of the questions about American open education.

Holt, John. Freedom and Beyond. New York: E. P. Dutton Company, 1972.
With this book Holt moves from advocacy of classroom reform to the ranks of the "deschoolers." The author sees deschooling as opening many paths to learning; not just one school path.

_____. How Children Fail. New York: Pitman Publishing Company, 1965.
A description of classroom conditions and practices which cause children to fail.

_____. How Children Learn. New York: Pitman Publishing Company, 1967.
An examination of conditions under which effective learning takes place. Self-directed learning in a climate of freedom, creative interaction, and teacher guidance.

_____. What Do I Do Monday? New York: E. P. Dutton, 1970.
A combination of theories of learning and practical teaching suggestions. Contains nuts-and-bolts ideas for exciting classroom projects.

Hopkins, Lee Bennett. Let Them Be Themselves. New York: Citation Press, 1969.
A comprehensive resource book of creative ways for teaching disadvantaged children.

Isaacs, Susan. Intellectual Growth in Young Children. New York: Schocken Books, 1971.
A classic in the area of children's psychology.

_____. The Children We Teach: Seven to Eleven Years. New York: Schocken Books, 1971.
This book, first published in 1932, was a forerunner of open education. A discussion of the behavior and intellectual development of children aged 7 to 11.

Kogan, Maurice (ed.). Informal Schools in Britain Today. New York: Citation Press, 1971.
A series of 23 booklets prepared under the sponsorship of England's Schools Councils for Curriculum and Examination. Written by educators closely involved with informal schools, the booklets provide practical insights into various aspects of open education.

Kohl, Herbert. The Open Classroom. New York: Vintage Press, 1969.
A sourcebook of practical suggestions for creating more open classroom climates.

Marshall, Sybil. An Experiment in Education. Cambridge: Cambridge University Press, 1963.
An account of the author's experiences in developing informal learning environments for children. Her "symphonic method" saw art as a natural activity linked with all other academic areas.

Mayhew, Katherine Camp and Anna Camp Edwards. The Dewey School. New York: Atherton Press, 1966.
Written in 1936 with the approval and assistance of John Dewey, this book represents the definitive account of the Dewey Laboratory School of the University of Chicago. Provides a detailed record of the methods, materials, and curricula. A rich source of Dewey practice as well as theory.

Minuchin, Patricia and others. The Psychological Impact of School Experience. New York: Basic Books, 1969.
A study which examines the effects of different types of education, formal and informal, on the mental and social development of children.

Murrow, Casey and Liza. Children Come First. New York: American Heritage Press, 1971.
A description of the "free learning environment" approach in British primary schools.

Neill, Alexander S. Summerhill: A Radical Approach to Child Rearing. New York: Hart Publishing Company, 1960.
A description of the imaginative interpersonal relationships which flourished in an environment of permissiveness.

Nyquist, E. B. and Gene R. Hawes (eds.). Open Education: A Sourcebook for Parents and Teachers. New York: Bantam Books, 1972.
A comprehensive selection of articles on open education by Jean Piaget, Charles Silberman, Joseph Featherstone, Lillian Weber, and Vito Perrone.

Plowden, Lady Bridget, and others. Children and Their Primary Schools: A Report of the Central Advisory Council for Education. London: Her Majesty's Stationery Office, 1966.
A significant research effort on the rationale and practices of English primary education. Volume One, Report, focuses on curriculum and practice. Volume Two, Research and Surveys, deals with statistics.

Rathbone, Charles H. (ed.). Open Education: The Informal Classroom. New York: Citation Press, 1971.
Twelve essays on open education by American and British educators including two excerpts from the Plowden Report.

Richardson, Elwyn S. In the Early World. New York: Random House, 1964.
This experiment in "co-operative individualism" provides specific attitudes toward children. An example of what can happen in an open classroom with intelligent and sensitive direction.

Ridgeway, Lorna and Irene Lawton. Family Grouping in the Primary School. New York: Schocken Books, 1970.
A description of how children of mixed ages are taught in the open classroom.

Rogers, Carl. Freedom to Learn. Columbus, Ohio: Charles E. Merrill Publishing Company, 1969.
An excellent presentation of the concept of teacher as facilitator of learning.

Rogers, Vincent. Teaching in the British Primary Schools. Toronto: The Macmillan Company, 1970.
A series of essays by British educators on developments in British primary schools. Topics include philosophy, vertical grouping, team teaching, and self-directed learning.

Sealey, L. G. W. and Vivian Gibbon. Communication and Learning in the Primary School. New York: Schocken Books, 1972.
Fostering communication skills is seen as the main business of the primary school.

Silberman, Charles E. Crisis in the Classroom. New York: Random House, 1971.
American schools are described as being intellectually and aesthetically barren, grim, and joyless. Salvation of our schools to be found in British open education models.

Snitzer, Herb and Doris Ransohoff. Today Is For Children: Numbers Can Wait. New York: The Macmillan Company, 1972.
An account of what happens at Lewis-Wadhams, a free school in upstate New York patterned after Summerhill, where children and teachers live openly and directly.

Sobel, Harold W. and Arthur E. Salz (eds.). The Radical Papers. New York: Harper and Row, 1972.

A collection of writings on the educational left. Among the 31 timely articles are 7 on the open classroom.

Taylor, Joy. Organizing the Open Classroom: A Teacher's Guide to the Integrated Day. New York: Schocken Books, 1972.

A practical guidebook for setting up effective learning environments. Organization is the key element that makes the integrated day work.

Weber, Lillian. The English Infant School and Informal Education. Englewood Cliffs, N. J.: Prentice-Hall, 1971.

An excellent analysis of the English informal school. Implications for changes in American schools are thoughtfully examined. Very helpful bibliography.

Yeomans, Edward. Education for Initiative and Responsibility. Boston: National Association of Independent Schools, 1969.

An analysis of the integrated day and vertical grouping. Contains comprehensive lists of curriculum materials and equipment appropriate for open classrooms.

B. ARTICLES, COMPILATIONS, AND SOURCES OF INFORMATION ABOUT OPEN EDUCATION

Articles

Barth, Roland S. "So You Want To Change to an Open Classroom." Phi Delta Kappan. Vol. 53, October, 1971.
A presentation of 29 assumptions about children, learning, and knowledge with an instrument to assess your reaction to each assumption. Favorable reactions to most of the assumptions would be fundamental to success in open education.

_____. "Teaching the Way It Is, The Way It Could Be." Grade Teacher. Vol. 87, January, 1970.
An exposition of the idea that the child should be the major agent of his own learning.

Featherstone, Joseph. "Schools for Children: What's Happening in British Classrooms," The New Republic. August 19, 1967.

_____. "A New Kind of Schooling," The New Republic. March 9, 1968.

_____. "Experiments in Learning," The New Republic. December 14, 1968.

_____. "Report Analysis: Children and Their Primary Schools," Harvard Educational Review. Vol. 38, Spring, 1968.

_____. "Open Schools I: The British and Us," The New Republic. September, 1971.

_____. "Open Schools II: Tempering a Fad," Education Digest. Vol. 37, December, 1971.
These journal articles represent the definitive interpretation of British open education.

Gross, Beatrice and Ronald. "A Little Bit of Chaos," Saturday Review. Vol. 53, May 16, 1970.
A good description of the open classroom movement.

Hapgood, Marilyn. "The Open Classroom: Protect It from Its Friends," Saturday Review. Vol. 54, September 18, 1971.
Admonition to make haste slowly in implementing open education.

National Association of Elementary School Principals. "Perspectives on Open Education," The National Elementary Principal. Vol. 52, November, 1972.
This issue was devoted to the open education movement. Contributors included Lillian Weber, Roland Barth, Alvin Hertzberg, and Edward Stone.

National Association of Elementary School Principals. "The New Schoolhouse," The National Elementary Principal. Vol. 52, September, 1972.
The theme for this issue was new trends in school design--focusing on open education.

Nyquist, Ewald B. "The Concept of Open Education," Science Teacher. Vol. 38, September, 1971.
A discussion of the philosophy, historical perspectives, and implications of open education.

"Open Education: Can British School Reforms Work Here," Nation's Schools. Vol. 87, May, 1971.
A good overview of open education.

Rogers, Vincent R. "Open Schools on the British Model," Educational Leadership. Vol. 29, February, 1972.
A thoughtful comparison of formal and informal schools.

Compilations

Barth, Roland S. and Charles H. Rathbone. A Bibliography of Open Education. Newton, Mass.: Early Childhood Education Study, 1971.
A comprehensive listing of books, articles, and pamphlets pertaining to the open classroom.

Follow Through Program. Instructional Aids, Materials, and Supplies. Newton, Mass.: Education Development Center, 1970.
A comprehensive compilation of materials for the open classroom.

Repo, Satu (ed.). This Book Is About Schools. New York: Random House, 1972.
Selections from the popular activist journal, This Magazine Is About Schools.

Wurman, Richard S. (ed.). Yellow Pages of Learning Resources. Cambridge: The M.I.T. Press, 1972.
A guide to using the resources of the city to enrich learning. Contains some 70 categories and how to use them. A collaborative effort of National Association of Elementary School Principals, the MIT Press, the Educational Facilities Laboratories, and Group for Environmental Education.

Yanes, Samuel and Cia Holdorf (eds.). Big Rock Candy Mountain: Resources for Our Education. New York: Dell Publishing Company, 1971.
A compendium of Big Rock Candy Mountain magazine. Contains valuable resources on materials, equipment, curricula, and educational environments.

Sources of Information

Center for Open Education, Storrs Grammar School, Route 195, Storrs, Connecticut 06268

Changing Schools. National Consortium on Options in Public Education, School of Education, Indiana University, Bloomington, Indiana 47401

Early Childhood Education Study, 55 Chapel Street, Newton, Mass. 02160

Education Development Center, 55 Chapel Street, Newton, Mass. 02160

National Association of Independent Schools, 4 Liberty Square, Boston, Mass. 02109

New School of Behavioral Studies, University of North Dakota, University Station, Grand Forks, North Dakota 58201

New Schools Exchange Newsletter, 30 West Cota, Santa Baruara, California 93101

Outlook, Mountain View Center for Environmental Education, University of Colorado, Boulder, Colorado 80302

This Magazine Is About Schools, 56 The Esplanade, Toronto 215, Canada

Vermont Design for Education, Vermont State Department of Education, Montpelier, Vermont